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AUTHOR Foster, Donald L.
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ABSTRACT

An introductory letter, a list of general instructions on how to proceed with a correspondence course, a syllabus, and an examination request form are presented for a correspondence course in the fundamentals of library science offered by the University of New Mexico's Division of Continuing Education and Community Services. The course is a survey of the history of libraries, the social forces affecting the objectives and functions of modern libraries, types of library services, the library profession, its philosophy, publications, and organizations, and the major trends and problems in the field. The text used is Jean Gates' "Introduction to Librarianship." The syllabus contains 36 lessons with questions and essays designed either to examine the student's grasp of specific materials covered in the readings, or to give the student an opportunity to express his or her thoughts on a subject dealing with library science. (Author/ESR)

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Division of Continuing Education
and Community Services

Library Science 424
Fundamentals of
Library Science

Donald L. Foster
Associate Professor of Librarianship
University of New Mexico

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THE UNIVERSITY OF NEW MEXICO
ALBUQUERQUE, NEW MEXICO

Division of Continuing Education and Community Services
Independent Study

Dear Student:

WELCOME TO THE FIELD OF INDEPENDENT STUDY THROUGH CORRESPONDENCE AT THE UNIVERSITY OF NEW MEXICO --

Enclosed is the syllabus for the course which you have selected. It contains all the lessons to be submitted according to the regulations in our current bulletin. We hope that you have already ordered your text-book(s) and supplies and are ready to begin work.

Independent Study courses differ from residence courses, so there may be a few things that bother you a little, or with which we may be able to help you. Procrastination seems to be a problem so plan to start at once and work on a schedule. Sometimes the instructors, too, become unusually busy or must be out of town for a short time; in those cases your lessons will be delayed. We always try to keep in touch with each professor and will do everything we can to keep the delays to a minimum. Please remember that you may have up to six lessons out at one time and that two weeks is a reasonable length of time you may expect to wait for your papers to be returned. Some professors are prompt, some not so prompt, but if more than two weeks have elapsed since you have submitted lessons, then we will accept another group to help you adhere to a time schedule.

Be sure that you enclose sufficient postage for the return of your lessons. Check your papers to be sure that you have included your name, address, course and assignment number. These details make it easier for this office to service your lessons promptly. Please do not ask for special favors such as trying to complete a course in less than two months or sending in more than six lessons at one time! We know that some of you have deadlines to meet, but if we break the rules for one person, it isn't fair to the others. Try to plan in advance and we will help you in every way that we can.

If you have questions concerning the lesson service or the examinations, please write to us. If you need assistance with the course material, the professors are glad to advise you. We hope you will find this course very rewarding.

Sincerely,

Marjorie Lalicker

(Mrs.) Marjorie Lalicker
Continuing Education Registrar

THE UNIVERSITY OF NEW MEXICO
Division of Continuing Education & Community Services
Independent Study Department
805 Yale, NE
Albuquerque, New Mexico 87131
Telephone: 277-2105

TO: OUR NEWLY ENROLLED STUDENT

FROM: INDEPENDENT STUDY DEPARTMENT

SUBJECT: GENERAL INSTRUCTIONS ON HOW TO PROCEED WITH A CORRESPONDENCE COURSE

WELCOME to the group of millions of persons who are annually continuing their education through correspondence study. We hope you will find this course stimulating and rewarding.

In order that we may help you get the most from your investment, not only in money, but in time and energy, we wish to offer some suggestions and explain our procedures. If you will pay close attention to this information, we are sure you will receive increased satisfaction from your studies as well as greater achievement. We can also provide you with better service.

TEXT AND MATERIALS

In the introduction for this particular course and in the Independent Study Bulletin, you will find the text(s) and materials listed. These are available at:

UNM Bookstore
University of New Mexico
Albuquerque, New Mexico 87131

The prices quoted are subject to change without notice, but are for the most part accurate. The price does not include postage which will be 50 cents per book. Please do not include money for texts in your enrollment fee. Fees for text(s) should be sent directly to the UNM Bookstore. Fees for enrollment should be sent to the Division of Continuing Education and Community Services.

Be sure to check carefully that you have the proper edition for the text. Have everything handy so you need not interrupt your preparation once you have started studying.

EXAMINATIONS

Your grade for this course will be influenced greatly by the grade you receive on the supervised examinations. Further explanation regarding the final grade and examinations is given in the specific introduction to this course. Be sure to review carefully the lessons and the comments made by your instructor as well as the reading assignments. Follow carefully the instructions given on the insert sheets regarding procedures for examinations. Students not in Albuquerque area should give special notice to those instructions regarding approval of the proctor whom you select to supervise the examinations. In this way you will avoid unnecessary delays. Students living in or near Albuquerque will take their examinations at the Division of Continuing Education, 805 Yale, NE. Students will be notified of the grade they have earned on each examination. The examination itself will not be returned to the student.

PROCEDURES

In order that you may receive the best service possible and that we may maintain the high standards necessary to continue to have the credits earned in correspondence study recognized as academic credit, the following procedures must be followed:

1. If you have an inquiry concerning any procedures, policies, or general information, please direct your questions to the Independent Study Department, Division of Continuing Education. This should be on a separate sheet of paper and separated from your assignment. Even better, send your inquiry in a separate envelope to avoid confusion.

2. You may have questions regarding the content covered in a lesson, an exercise, or an instructor's comment. Do the best you can to answer the question or problem. Attach your comments and/or questions to the lesson so the instructor may help you.

3. Make sure that you use sufficient postage to cover the cost of mailing the assignments. You will be billed for "postage due" mail, or you may send the necessary return amount with each mailing. No refunds will be made on postage deposits.

4. If you wish to have your lessons returned via air mail, please send sufficient air mail postage.

5. Please do not submit more than six lessons at one time. Instructors for the most part will evaluate and return lessons promptly. However, during holiday periods, final exam week, and during the summer months, students should expect some delay. If, for any reason, evaluated lessons are not returned to the student within two weeks, an additional six lessons may be submitted.

6. Do not send lessons following mid-course examination until after the examination has been taken.

7. Please allow sufficient time for processing and grading your lessons and examination. Examinations will not be sent until the final lessons have been submitted.

8. Final examinations must be taken within thirty days after the last lesson has been returned to you. The final examination should be taken <u>at least two weeks</u> prior to the date that credit is needed or the expiration date or your enrollment.

9. Be sure to notify the Independent Study Department of any change in your mailing address, or name, on a separate sheet.

SCHEDULE YOUR TIME

1. BEGIN AT ONCE! Give a little time daily to the preparation of your lessons; if possible, study at the same time each day. While waiting for your first lessons to be examined and returned, do your reading and prepare for your next lessons. If you are unable to understand instructions or questions, please write specific questions to your instructor at this address.

2. Avoid cramming toward a deadline. Be sure to take into consideration vacations, holidays, other commitments, work schedules, etc., which may interfere with your completing the lessons and/or the <u>instructor's</u> correcting them promptly.

3. It is the responsibility of the student to enroll and submit his lessons in plenty of time to meet deadlines. See the current Independent Study Bulletin for further information.

4. Although students enrolled in the same course may find it interesting and profitable to study together, lessons must be prepared and submitted entirely independently. You should answer the question in your own words. When quoting the author of your text or supplementary texts, you must so indicate by quotation marks, but such references should be kept to the very minimum. The instructor measures your understanding of the subject matter by your originality and ability to express your ideas in your own way.

POLICIES

The policies under which the Independent Study Department operates are stated in the Independent Study Bulletin of this Division. Several are repeated here to make them available for ready reference.

1. Refunds and Transfers

No refund of fees will be made after:
A lesson has been turned into the Independent Study Department OR
Two months have elapsed since the date of enrollment.

Before a refund will be issued, the syllabus and other course materials must be returned to the Independent Study Department in good condition.

A fee of $5 per course will be retained by the Independent Study Department to cover the cost of handling the registration.

No transfer (changing from one course to another correspondence course) will be made after:

1. A lesson has been sent into the Independent Study Department OR
2. One month has elapsed since the date of enrollment.

Course materials for the original course must be returned in good condition to the Independent Study Department before a transfer may be made.

A fee of $5 is charged to transfer an enrollment from one course to another.

STUDY HELPS

All the principles of learning and good study habits used in regular classes apply to Correspondence study. Since you must rely on yourself to an even greater degree to get the work done in a systematic manner, the following suggestions may be found helpful.

1. Read the Special Introduction to this Course

Most courses will have an introductory page. Consider this your first meeting with the instructor. The objectives of the course and the plan to reach these objectives is explained. Be sure to note any special procedures or requests. This will save you much time and avoid discouragement.

2. Prepare your Assignment

a. Read the text or reference(s) as ment(s) first for a quick overview.

b. Study the questions or problems t e submitted very carefully.

c. Reread the reading assignment wit ese questions or problems in mind.

d. Start writing your responses. If an essay type answer is requested, be sure to organize your material carefully. Write in a clear, concise, logical manner. Revise your statements until you feel you have the best answer or solution possible. Do NOT copy verbatim from the text or reference. Be sure to check that you have answered the question or problem completely.

e. Your answer should be numbered to correspond with the number of the question or problem given in the lesson. Make your answers self-explanatory and complete so that it will not be necessary for your papers unless answer sheets are used for this particular course.

HOW TO SEND IN YOUR CORRESPONDENCE STUDY LESSONS

Typewritten work is desirable, but legible handwriting in ink is acceptable. Neatness is required. You should write only on one side of the paper, $8\frac{1}{2}$" X 11" in size and of good quality. Use of onionskin paper is reserved for overseas students submitting lessons by air mail. Because of the possibility of loss in the mail, you should keep a carbon copy of all lessons.

On the first page of each manuscript, write the Title of the Course, Assignment Number (or lesson number), and your Name and Address.

Self-addressed envelopes (approximately $4\frac{1}{2}$" X $9\frac{1}{2}$") are provided for your convenience. Please notify this office if more are desired.

If unusual problems arise, please feel free to contact the Independent Study Department. We are anxious to see you do well in this course. We hope the above information is helpful. You should refer to it often.

GOOD LUCK!

THE UNIVERSITY OF NEW MEXICO

Division of Continuing Education

Independent Study

Education
Library Science 424

Fundamentals of Library Science

TEXT: Gates, Jean Key. Introduction to Librarianship, New York: McGraw-Hill, Second Edition, 1976.

NOTES:

1. The student will be expected to visit a local library to (1) make a survey, and (2) use certain materials needed for required reports. The library can be of any type: public library, college library, school library, USO library, etc.

2. The questions in each lesson are designed either to examine the student's grasp of specific materials covered in the readings or to give the student an opportunity to express his own thoughts on a particular subject.

   In some cases the questions can be answered in a sentence or two; other questions will require one or more paragraphs; and a few others must be answered with a brief essay. When essay answers are required, the number of words will be indicated (e. g. 500 to 850 words).

3. There will be two examinations, a mid-term after Lesson 18 and a final after Lesson 36. The examinations will consist of broad essay questions covering material in the text. The grade for the course will be influenced greatly by the final exam. Questions in the lessons should help to prepare the student for the final.

LESSON 1

(Read Prologue in the Text)

1. In your opinion, "What is a library?"

2. In your opinion, "What is a librarian?"

3. In your opinion, "What is librarianship?"

4. How do you think your answers to the above three questions would differ from the answers of other nonlibrarians?

LESSON 2

(Read Pages 5-6 in Text)

How do you think each of the 10 conditions under which "libraries have seemed to prosper" apply to conditions existing in America today? Indicate, also, whether or not you think libraries are prospering, today, with regard to each of the 10 conditions.

LESSON 3

(Read Chapter 1 in Text)

1. How did the purposes of the early Sumerian pictograms and the Egyptian hieroglyphics differ?

2. Where and when was the book trade said to have developed?

3. What is the significance of the Museion and the Serapeum at Alexandria?

4. Explain the development of the two early writing materials: papyrus and parchment.

5. How, when, and why did the Roman private libraries develop?

6. What is the significance of the codex?

LESSON 4

(Read Chapter 2 in Text)

1. How did the early monasteries contribute to the history of libraries?

2. What, in particular, did the early Irish and British monasteries contribute?

3. How did the Carolingian Renaissance contribute to the history of libraries?

4. What part did the scriptoria play in the development of libraries?

LESSON 5

(Read Chapter 3 in Text)

1. What is the importance of the Byzantine Empire to the history of libraries?

2. What does the author mean when she says that the Arabs contributed to the story of libraries as "adapters, preservers, and spreaders of civilization?"

3. From the viewpoint of librarianship, what does the author consider the most significant result of the crusades?

4. How did the early universities contribute to the development of libraries?

5. What effect, if any, do you think the development of vernacular languages and literature had on the development of libraries?

LESSON 6

(Read Chapters 4 and 5 in Text)

1. How did the fall of Constantinople affect the revival of learning?

2. According to the author, what did the following contribute to learning: Petrarch, Boccaccio, Poggio Brocciolini, and the Medici?

3. How do you think the invention of the art of printing affected the development of libraries?

4. What did the following contribute to the art of printing: Johann Gutenberg, Anton Koberger, William Caxton, Nicolas Jenson, Christopher Plantin?

5. How did the Protestant Reformation affect the development of libraries?

LESSON 7

(Read Chapters 6 and 7 in Text)

1. What is the significance of the early English "lending libraries" begun by book sellers and the "mechanics' libraries" for apprentices?

2. What were the first libraries in America?

3. What was the significance of the early "social libraries?"

4. Contrast the (1) Athenaeum, (2) apprentices' libraries, and (3) mercantile libraries.

5. Contrast the "social" (proprietary & subscription) and "circulating" libraries.

LESSON 8

(Read Chapter 8 in Text)

1. How did the westward expansion influence the library movement in America?

2. How did the interest in formal education affect the library movement?

3. How did the accumulation of individual wealth affect the library movement?

4. Besides nationalism, westward expansion, education, and individual wealth, what other social causes, in your opinion, have affected the rise of the American public library? And how?

LESSON 9

(Review Chapters 1 through 8)

Essay: Write an essay of 850 to 1000 words discussing what you consider the most important factors that have influenced the development of the library.

LESSON 10

Essay: Using materials in your local library, write a biography (850-1000 words) about one of the persons mentioned in the first eight chapters of the text. Emphasize his or her contributions to librarianship.

LESSON 11

(Read Chapter 9 in Text)

1. From your readings so far, when do you think librarianship emerged as a "profession?" Explain.

2. Do you agree with the author that "special knowledge, techniques, and principles are required in the effective organization and administration of a library?" Explain.

3. Just how important are professional organizations to a profession?

4. Do you think it is necessary for every professional librarian to be a member of the American Library Association? Why?

LESSON 12

(Read Chapter 10 in Text)

1. Evaluate Mr. Williamson's statement that "no amount of training in library technique can make a successful librarian of a person who lacks a good general education."

2. What are some of the ways in which our state and Federal governments have influenced library education?

3. What do you consider the ideal undergraduate training for someone preparing for graduate study in either (1) university librarianship, (2) public librarianship, (3) school librarianship, or (4) special librarianship? Select only one.

4. What do you consider the ideal undergraduate training for someone preparing for graduate study in either (1) cataloging, (3) administration, (3) reference, or (5) subject bibliography? Select one category.

LESSON 13

1. List the general qualifications you consider necessary for a librarian.

2. Rate yourself fairly according to these qualifications.

3. List the qualifications and personality traits you would wish to develop if you were planning a library career. What could you do to develop these qualifications and traits?

4. Do you think graduate education in library science should include an in-service training program? Why?

LESSON 14

Report: Visit a local library and examine three professional library journals and write an evaluation of each. If library journals are unavailable, you may substitute other magazines that you think would be of interest to the librarian. Include in your evaluation the price, publisher, frequency of publication, and purpose of the journal. Discuss (1) the information given and types of material included, (2) the arrangement and scope of the publication, (3) any special features, and (4) its usefulness to the librarian.

LESSON 15

(Read Chapter 11 in Text)

1. Do you consider any of the activities common to all libraries (administration of the library, building the collection, making materials accessible for use, serving the users) more important than the others? If so, why? If not, why not?

2. Can you suggest additional activities? Is it possible to eliminate any of the above activities?

3. In which of the above activities would you prefer to work? Why?

4. Which of the above activities do you think should be carried out by professional staff? By non-professional staff? Give reasons.

LESSON 16

1. Why do libraries catalog and classify books and other library materials?

2. Most American libraries use either the Dewey Decimal classification system or the Library of Congress classification system. Why do you think libraries do not make up their own systems to fit their specific needs?

3. Why do you think most libraries, today, use card catalogs instead of catalogs in book form?

4. What qualities should a librarian have to be a good book selector?

5. In what ways do you think the reference functions differ in a special library from a public library?

LESSON 17

Report: Visit a local library and select five reference books you consider important for the reference collection in a particular kind of library (public library, college library, high school library, etc.). Specify the type of library. If possible, select one dictionary, one yearbook, one bibliography, one encyclopedia, and one directory.

1. List each book giving full bibliographic information: author; title; edition; place of publication, publisher, and date of publication; and number of pages or volumes.

2. Indicate why you think each reference book would be of value to the reference librarian in answering reference questions.

LESSON 18

The following statements (taken from Mary Carter's text: Building Library Collections) are quotes from librarians on various aspects of book selection. Do you agree with each statement? Why?

1. "Do not try to build up a 'well-rounded' collection. Get what your readers need and want, or can be made to want."

2. "Have a good regard for proportion and balance, the most difficult task in book selection."

3. "Demand is a large governing factor in selection."

4. "The demand theory is not a good basis for book selection, but it affects selection."

5. "The character and emphasis of the public library collection should be influenced by the existence of other library collections in the community and the area."

6. "Gifts to the library should be judged upon the same basis as purchased materials."

7. "Nonbook materials should be an integral part of the collection, and, within limits of availability and usefulness, should be provided to the same degree of range and inclusiveness as books."

PLEASE MAKE ARRANGEMENTS TO TAKE THE MID-TERM EXAM FOLLOWING LESSON 18

LESSON 19

(Read Chapter 12 in Text)

1. Why is it important for a country to have a national library?

2. What are some of the ways in which the Library of Congress serves other libraries?

3. How does it serve the American public?

4. Contrast the National Archives, Library of Congress, National Library of Medicine, United States Information Service.

5. What are some arguments for and against federal aid to libraries?

LESSON 20

(Read Chapter 13 in Text)

1. How do states meet their responsibilities in providing library services for government agencies and officials?

2. How do the states meet their responsibilities in providing services to state-supported educational institutions?

3. How do the states meet their responsibilities through extension of public library services throughout their respective states?

4. Discuss how the Library Services Act and other legislation mentioned in the chapter provide for the reading needs of a community.

LESSON 21

(Read Chapter 14 in Text)

1. What is your definition of a "public library?"

2. Besides providing for the reading needs of a community, what other services do you think the public library should offer?

3. The author states that "a number of factors outside the community have influenced the public library." Discuss three such factors and how you think they have influenced the public library.

4. Why do you think the Public Library Inquiry of 1947 played a major role in shaping the programs of the public library in the 1950's?

LESSON 22

1. Do you think there are evidences of increasing democratization in American public library service? If so, what are they?

2. Indicate ways in which the public library fulfills: (1) social, (2) educational, (3) recreational, (4) cultural, (5) occupational needs of the public.

3. In what ways can the public library cooperate with museums, public schools, and civic organizations?

4. Do you think the public library should be a leading agency for adult education in the community? Why?

LESSON 23

Essay: Write a 500 to 850 word essay discussing ways you, as the head of a small or medium-size public library, would meet the needs of a specific minority group (Black, American Indian, Chicano, etc.) in your community.

LESSON 24

(Read Chapter 15 in Text)

1. Why are school librarians required to meet teacher certification requirements in all states?

2. Summarize the responsibilities of the state governments, Federal government, and local school boards in the administration of the school library.

3. How important is the insistence on high standards of secondary school libraries by regional accrediting associations, professional organizations, and state departments of education?

4. Why has the development of elementary school libraries been less successful than that of secondary school libraries?

LESSON 25

1. It has been stated that the success of a public library's program for adult education depends upon the work of school libraries. Why?

2. Do you consider the recreational reading of young people of high school age to be the responsibility of the school librarian or of the public librarian.

3. Does the school librarian have any responsibility for the reading needs of the teachers? Why?

4. Has the school librarian any responsibility to the non-school population in the community? If so, under what conditions and to what extent?

5. What in your opinion should be the relationship of the work of the school librarian and of the children's librarian in the public library?

LESSON 26

(Read Chapter 16 in Text)

1. Explain the statement of Francis Keppel, Commissioner of Education: "Whatever level of quality the nation's institutions of higher learning now possess or aspire to will be determined by the character of their libraries--by the adequacy of their collections of books, periodicals, and research materials."

2. Explain the oft quoted statement: "The university library is the heart of the university."

3. How has Federal legislation contributed to the growth of academic libraries? How has private philanthropy contributed to the growth of academic libraries?

4. Does the college librarian have any responsibility for the development of the reading interests and tastes of the students? If so, to what extent?

LESSON 27

1. According to the executive director of the American Association of Junior Colleges: "Of all aspects of junior college development, less attention has been given to the junior college library than to any other part of the instructional program." Why do you think this is so?

2. What should be done to improve junior college libraries?

3. How does the university library collection serve the following: undergraduate, graduate, research staff, and faculty?

4. In what ways can the college library cooperate with public and other libraries in the community?

LESSON 28

Essay: In a brief essay, compare the junior college, college and university libraries. Include in your comparisons: purpose, functions, staffing, collections, and problems.

LESSON 29

(Read Chapter 17 in Text)

1. How are school, academic, public, and special libraries considered to be research libraries?

2. What does the author mean when he says that there can not be "any published precise quantitative standards by which to evaluate all research libraries?"

3. How does the type of research library affect its availability to the public, its functions, its collections, and its services?

4. What, in your opinion, would be the chief problems in establishing and maintaining cataloging standards in a centralized cataloging program (such as Cataloging in Publication (CIP)) and in a cooperative program (such as the Ohio College Library Center (OCLC))?

LESSON 30

(Read Chapter 18 in Text)

1. What are some characteristics that distinguish special libraries from other kinds of libraries?

2. How does an information center differ from other libraries?

3. It has been stated that the public library's failure to recognize the needs of special groups in the community has led to the establishment of special libraries and that some special libraries are doing work that should be done by the public library. Do you consider this to be a valid statement? Give reasons.

4. Give some examples of "special libraries."

LESSON 31

Survey: Visit a library in your community (either public, school, special, or academic) and examine its operation. If necessary, discuss the makeup of the library with one of the employees. Using the information gained from your investigation, write a publicity article which would be suitable for publication in a local newspaper.

LESSON 32

(Read Chapter 19 in Text)

1. What areas of the library best lend themselves to automation?

2. Do you think there are areas of the library that never will lend themselves to automation?

3. What are some of the factors that must be considered in automating a library?

4. What are the basic differences and similarities between information retrieval and librarianship?

LESSON 33

Essay: Write a 500-850 word essay outlining what you believe may be the organization and program of: (1) the public library, (2) the college library, and (3) the school library, twenty-five years hence.

LESSON 34

Essay: Write a 500-850 word essay on what effects you think the following trends are having on the development of libraries:

1. Increase in population.
2. Increase in leisure time.
3. Increase in mobility of population.
4. Increase in suburbanization.
5. Growing centralization of government.

LESSON 35

(Read "The Profession," "Statement on Professional Ethics, 1975," and "School Library Bill of Rights")

1. In Melvil Dewey's article, "The Profession," written in 1876, he states that: "The public may soon be brought to recognize our claim that the free library ranks with the free school." Do you believe this prediction has come true? Explain.

2. Define the word "ethics" in the "Statement on Professional Ethics."

3. The "Statement on Professional Ethics, 1975" states that: "A librarian must protect the essential confidential relationship which exists between a library user and the library." In your opinion, does this mean that the librarian must never allow anyone (or any Government agency) access to a patron's library card? Explain.

4. Do you think there might be instances when the school librarian should put certain limits on providing "materials which reflect the ideas and beliefs of religious, social, political, historical, and and ethnic groups." (From the School Library Bill of Rights)

LESSON 36

(Read "Statement on Labeling," "Freedom to Read," and "Library Bill of Rights")

1. What, in your opinion, is the difference between book censorship and book selection?

2. What is the difference between labeling a book as stated in ALA's "Statement on Labeling" and classifying a book?

3. It has been said that book selection which is affected by one's own beliefs is an act of censorship. Do you agree? Why?

4. Do you believe it is the library's function to promote reading on controversial subjects as well as to make materials on these subjects available? Why?

PLEASE MAKE ARRANGEMENTS TO TAKE THE FINAL EXAMINATION FOLLOWING THIS LESSON

EXAMINATION REQUEST FORM

The University of New Mexico
Division of Continuing Education
and Community Services
Independent Study
805 Yale, NE
Albuquerque, New Mexico 87131

Complete the following and mail to the above address:

Please send my_____examination in_____
(final, mid-term,etc.) (course)

to: Name_____

Title_____

Office Address_____

_____

_____

Date examination scheduled_____

Signed_____

Name_____

Address_____

(Students who live in Albuquerque, please telephone 277-2105 for an appointment to take the examination in the office of the Division of Continuing Education.)